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ABSTRACT

This model for a conceptual structure of teacher education programs is intended to codify and accumulate aspects of knowledge related to teacher education programs, and to identify available studies on the topic as well as to note problems that need further investigation. It seeks to provide an understanding of the dynamics and interactions of various program elements across all program areas. The model reflects a set of major elements which constitute the multiple dimensions of a teacher education program. These major elements include: (1) administration and resources for teacher education programs; (2) admission and certification of teacher candidates; (3) development and evaluation of teacher education programs; (4) teacher education curricular goals and content; (5) professional development and induction of teachers; and (6) instructional practices used by teacher educators. Current studies related to each of these elements are reviewed to provide examples and meaning for each area and illustrate how the model reflects a comprehensive framework for developing effective teacher education programs. A 94-item reference list is included. (JD)

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A CONCEPTUAL PERSPECTIVE OF TEACHER EDUCATION PROGRAMS

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A CONCEPTUAL PERSPECTIVE OF TEACHER EDUCATION PROGRAMS

Should we improve teacher education? Can we improve teacher education? Are we improving teacher education? These are questions now being raised over and over in a national and international effort to improve the quality of education. I think we should, and I think we can, but I'm not very sure that we are improving teacher education at the present time. With a continual barrage of reform proposals, extensive research on adult learning and staff development, and more sophisticated concepts about cognitive development major improvements in teacher education programs should appear as a commonplace. Yet, we are getting considerable legislation focussed on testing, more courses in the academic major and a competitive reward system.

A 150 year old enterprise with a body of literature full of research, program development, analytic studies, project reports and legislation seems stagnated in political, philosophical and conceptual waters. The perception of this history and literature as a valued input into educational improvement appears to be either neutral or negative in tone. This perception seems to pervade not only the lay public but also many professional educators. Conflicting messages in the press proclaim that courses in education are unnecessary for teacher preparation on the one hand while at the same time others are proposing an extended time frame for certification/licensure.

Perhaps we should blame ourselves for this lack of confidence? Asking ourselves how the literature is beng used in

program development may provide an indication of the confidence being placed in this body of work. Do newly developed teacher education programs incorporate information from past studies in the supervision of teachers, instructional strategies for teaching professional workers, curriculum development or the educative process? Not really, instead we find most of our programs are developed based on "expert" opinion and compromise on philosophical and experiential issues. One redeeming feature in this process could be considered the use of studies reflecting a singular dimension of teacher education e.g., the direct teaching strategy. I'm sure we have exceptions to this condition, but these exceptions don't seem prevalent or much noticed by policy makers.

We talk about the curricular content of teacher education programs and what is available as if all programs automatically inclued this content. Yet, most programs for a Masters Degree in education seldom require much study in student evaluation, cognitve development, information processing, or curriculum development. But these areas of education all represent knowledge which is seemingly essential for a professional teacher. Educators who obtain Masters Degrees in Administration, Curriculum, Reading or most other specialized areas in education frequently get even less information on these aspects of teaching. However, a degree in any of these areas counts as full certification wherever a Masters Degree or advanced study is required for licensure or certification. Alternatives to such coursework may be reflected by curricular integration. For

example it may be possible to integrate concepts of cognitive development into a course on reading, yet students in such programs probably have had no prior study of cognitive development. It would appear our concept of curriculum integration is not very clear.

To a great extent teacher education programs are still built on the conceptual model proposed by Dean Russell in 1898 and restated by Cremin (1977). Despite several attempts to deviate e.g., ACE (1946), LaGrone (1964), and PBTE (Elam, 1971), we have strayed little from this model. I submit that the conditions limiting improvement in teacher education are not the perennial problems of practice but is a problem with the model of teacher education we are using as our map (general education, specialized subjects, foundational knowledge, and methods and practica). Added to this limitation of program conceptualization is the continual focus on pre-service preparation in contrast to the concept by Cremin (1977) that we think of preparation programs through the advanced certification and continuing education.

Significant improvement requires a need to think more broadly and more substantively about programs in an evolutionary way instead of in circles. Teacher education doesn't appear to be evolutionary and might more aptly be perceived as circular. We talk of extending field experiences. Yet, by the 1940's we had many programs which included 300 hours of pre-student teaching field experience. We talk of extended student teaching yet in 1965 we had many programs which had year long internships (AST,

1968). Current discourse on these same practices provides little indication that they ever existed. Our professional literature is very much neglected.

Improvement of teacher education programs has been given lots of money, visibility and legislation during the past 50 years. Beginning with the Commonwealth study (Charters & Waples, 1929) many Foundations, professional associations, educational institutions, and federal and state governments can claim significant efforts to improve teacher education. Attempts to improve programs have not been infrequent. We do, however, need to be cognizant of change and to claim no success from prior efforts would be short sighted. Increasing the amount of college work, incorporating knowlege from psychology and providing broader perspectives on the place and purposes of education in society through foundations courses clearly reflects some progress. Current attempts to improve methods courses are commendable. But these changes seem to be piecemeal and not qualitative, given the tremendous amount of knowledge we now have about teaching and of the needs for improving the educational system. Even the most current and widely publicized reforms for teacher education promise much, and indeed do encompass a broad perspective of the field, but provide little direction for clarifying the various elements or in identifying relationships among the parts.

Background

Prior calls to organize knowledge in teacher education have brought forth several but seemingly insufficient responses.

In the AACTE Bicentennial Report Howsam et al. (1976) called for the organization of a professional culture. In 1979 the Texas R & D Center for Teacher Education sponsored a conference to bring together what we know and need to know about teacher education (Hall et al., 1980). Smith (1980) proposed some stimulating ideas on organizing educational knowledge while at the same time criticizing several earlier studies and reports in teacher education (AEC, 1946; Charters & Waples, 1929; Conant, 1963; Hodenfield & Stinnett, 1961; Rugg et al., 1933; and Ryans, 1960) as failing to recognize "the disarry of pedagogical knowledge and the necessity of assemblying and sifting the knowledge from all sources as a prior condition to formulating objectives of instruction and training" (p.4). Further, he stated that these reports have largely continued the separation between theory and practice. Smith (1980) goes on to say that "this cleavage has given rise to divisive orientations in faculties and to discontent among students with pedagogy as a professional study"(p.4).

The American Educational Research Association has also made significant contributions in the form of research reviews with the latest by Lanier (1984) focusing on issues which have limited the improvement of teacher education. These issues are developed in the areas of personnel, students, curriculum, and institutions and regulations. A significant comment in the introduction to this review is that, "there are...a plethora of studies demonstrating that teachers can learn all sorts of things when

formally taught" (Lanier, p. 3). Additional reviews of research in teacher education during the past few years include; Ellis (1965), Cyphert and Spaights (1964), Smith (1971), Lomax (1972), Peck and Tucker (1973), and Turner (1975) plus a proposal for research on teacher education by Hall et al. (1980). Several reviews of specific areas within the field have also been developed e.g., those by Schalock (1979) on teacher selection, Wise et al. (1984) on teacher evaluation, Yarger & Galluzzo (1982) on teacher inservice, Griffin et al. (1981) on student teaching, and Medley (1977) on teaching behaviors. These reviews of research and major studies of teacher education have provided much of the background information for the conceptual structure proposed here.

Katz, (1980) is one of the few persons to actually propose a framework for organizing the field in a comprehensive manner. Her proposal includes a matrix format and a set of categories which combine both the organizational and curricular content. In terms of a programatic and content structure LaGrone (1964) provided one of the most comprehensive and conceptually based schemes for teacher education. This model focused on concepts of learning and included the analysis of teaching, structure of knowledge, human development, designs for teaching strategies and teaching competencies. Neither of these proposals, however, seems to do justice to the entire range of functions and activities integral to the field or are reflective of a basis on which to construct and organize the multiple dimensions of practice. Nor, have these ideas found their way into the current process of teacher

education reform.

Rationale

No new initiative or perspective is going to guarantee a change in these results. But it does appear that one necessary ingredient in this task is a better conceptualization of the field of study, in this case what constitutes the literature and practice for teacher education programs?

This need is based on the assumption that all understanding is "through the development and use of conceptual schemes by means of which we make sense of things" (Tibble, 1966; p. 42-43). Tibble continues by defining a field of knowledge as "a collection of knowledge from various forms which has unity soley because this knowledge all relates to some subject of interest" (Tibble, 1966; p. 47). Teacher education has yet to be conceived in a coherent form which provides definition and establishes interrelationships among the various elements to provide a conceptual structure. Identifying potential elements and significant research related to each can provide a base on which to build this unity of knowledge and also illustrate the extensive knowledge of teacher education. Wilson (1975) has indicated that this task is <u>not</u> one of "trying to turn our common sense knowledge into 'science'; rather [it is one of] explicating this knowledge and putting it into a certain kind of framework which will show it to be <u>necessary</u>, not just 'obvious', knowledge" (p. 113).

Extrapolating from studies related to a field of knowledge

is necessary to put together the broad picture and yet it is important not to focus soley on narrowly defined variables used primarily for research purposes. As suggested by Holzner (1983);

> A profession is more than an occupation laying claim to esoteric knowledge, it is also a sphere of activity characterized by certain rules and designs of practice, and it is a moral institution. Rules of practice can be stated and, of course, known, but they are not the same thing as scientific knowledge at all. (p. 208)
>
> In a sense, rules of practice are scenarios for what to do, they define social objects and provide decision criteria to alleviate doubt, but most importantly they are constitutive of their domain of activity. (p.208)

To provide a focus for this proposal I will start by stating that a conceptual structure of teacher education programs would be very useful and indeed essential to effect a significant advance in program quality. Even though the few attempts to accomplish this kind of conceptual development have apparently failed the limitations of prior proposals and the lack of perspective on their applicability do not diminish a feeling of optimism. The following set of goals are presented as a basis for using this conceptual structure.

a. Codification and accumulation of all aspects of knowledge related to teacher education programs.

b. Identification of available studies and of problems that need further investigation.

c. Understanding the dyanmics and interactions of various program elements across all program areas.

d. Use of a structure for the design and evaluation of teacher education programs.

Each of these goals will be elaborated on as part of the rationale for this endeavor.

Codification and Accumulation of Literature in the Field.

Providing a systematic means for the codification and accumulation of knowledge about teacher education is obviously a massive undertaking. Program elements reach out into so many fields of study that obtaining a comprehensive collection of literature has to be a long term project. But this is where a conceptual structure of the field enters the picture. Such a structure would provide direction and allow us to be both selective and comprehensive in this search. In other words it would offer us a chance to better define and explicate what we are dealing with in programatic development and evaluation. It would also provide a better perspective on answering the following questions: What is the basis for synthesizing information on teacher education programs? What are the sources for this information? How do we access this information?

By looking at teacher education in a piecemeal fashion we fail to raise essential questions and to explore potential sources of information for use in program development. Few individuals have the amount of time needed to delve deeply into the literature anyway so an organized system for codification with ready access to the system seems essential if new programs are going to reflect previous studies and the literature already available.

Identification of Studies and Definition of Problems in Practice.

An accumulation of literature organized in a way which facilitates direct relationships to programatic development would provide teacher educators with a reasonable chance to use the

literature more widely then is currently done or is even currently possible. Our attempts to accomplish this task through ERIC and other published reviews of research appear completely inadequate. For example, what would be necessary to search the literature for studies and models concerning the general education component of a teacher education curriculum? If you have tried to make sense out current proposals to increase this portion of the teacher education curriculum by analyzing relevant studies you know the task is enormous. It is apparent that little attention has been given to the development of a sound conceptual base or organization of the information on this aspect of the curriculum.

Research in the field of education has taken many different directions and use of multiple methodologies. One dimension which has not been vigorously pursued is the identification and exploration of problems hindering the success of specific practices. For example we promote the use of reflection on practice with student teachers, yet in many cases this practice has not produced very satisfactory results. The reasons for poor results need to be explored. To identify these problems we need to know the expected outcome of the practice and then explore conditions which may have hindered achievement of the desired results. A conceptual structure for teacher education programs would provide a better means to identify areas of practice on which to focus, the specification of expectations in their use, and the explication of problems which affect successful practice.

Understanding the Dynamics Among Program Elements.

Relationship among variables is a key dimension in science. How do the multiple variables relate to each other? Are we now in a position to predict or to even recognize the relationships between admission policies and professional supervision, or agency collaboration and certification policies? One dimension in the synthesis of literature is not only to secure studies on evaluating professionals but also studies on the relationship this has to admission requirements. This approach to conceptualizing teacher education programs should enhance the possibility of viewing programs as a whole instead of in isolated pieces. It also establishes the type of items to include in such a structure; items which define the various activities or functions of a total program of teacher education.

Given that the entire field of knowledge in teacher education represents a system and that all aspects of a system can affect other parts the change or development of new elements within the whole will potentially have an interactive effect. Capra (1982) has extensively explained the concept of systems indicating that "systems theory looks at the world in terms of interrelatedness and interdependence of all phenomena, and in this framework an integrated whole whose properties cannot be reduced to those of its parts is called a system" (p. 43).

Program Structure for Design and Evaluation.

In business parlance the bottom line for all of this activity is to put together teacher education programs which prepare individuals to be outstanding and professional teachers

who are successful in helping their students develop educationally. To continuously increase the quality of such programs new information must be incorporated into the planning or design process. Neglecting the knowledge we already have available has, to a great extent, placed us in the present position of defending the very existence of programs to prepare teachers. A scheme or conceptual structure providing an organization of the major activities and/or functions for teacher education is proposed here as a basis on which further synthesis and structuring of research and knowledge of practice can be developed.

The validity of the structure is the extent to which it contributes to these outcomes. A comprehensive synthesis of literature for each of the proposed elements would provide a knowledge base on which to design and to study the areas of practice encompassed by a teacher education program.

Proposed Conceptual Structure

The model described here reflects a set of major elements which constitute the multiple dimensions of a teacher preparation program and a brief description of knowledge related to each area. The literature cited simply provides examples which indicate the kinds of studies which have been done and add clarity to the meaning of the proposed categories. More extensive and comprehensive syntheses of research are obviously needed to flesh out these areas of practice. The elements of this model have been derived from the previously stated reviews together

with a general review of programs and related literature, ... have been organized into clusters of sub-elements for each major category (See Appendix A). The major elements forming the model include:

1. Administration and resources for teacher education programs.
2. Admission and certification of teacher candidates.
3. Development and evaluation of teacher education programs.
4. Teacher education curricular goals and content.
5. Professional development and induction of teachers.
6. Instructional practices used by teacher educators.

These elements reflect a structure for bringing together the multiple functions and activities of a teacher education program into an organized body of knowledge. One must remember, however, that there is no one program for teacher education even within a single college or university. Early childhood, elementary, K-12 art, special education, secondary math, and business education are only a few specializations available and in most colleges requirements for each will differ. Further, differences in programs can be found across the types of higher educational institutions providing teacher preparation. The small private college versus the large public research university, the early childhood versus the business education major, or the use of micro teaching versus a reflective/analytic strategy for the application of skills all reflect program distinctions and contextual factors. This situation makes the context of teacher education a major factor in the design or study of particular activities.

Studies related to each of the major elements in this model will be reviewed here to provide examples and meaning for each

area and to illustrate how the model reflects a comprehensive framework of the field. Comprehensive collections of research studies for each of the elements and sub-elements would quickly lead to the identification of weaknesses in the available literature and also establish a basis for further program improvement and development. The focus here is directed at developing and/or improving programs rather than at highlighting specific variables for research purposes (Hatfield, 1987).

Administration and resources for teacher education programs.

Institutional dimensions of teacher education programs include the structure, policies and resources which reflect and support the programs. These elements include the following:

1. Governance and operation of teacher education programs.
2. Collaborative agreements among agencies for conducting professional education activities.
3. Program funding, resources and facilities.
4. Preparation and role of teacher education faculty.

Conceptual views, research, and program development in this area of teacher education represent some of the most critical issues for improving teacher education and provide one of the major dimensions in the field of knowledge for teacher education programs. Primarily descriptive and analytic in nature these studies provide a basis for further program development when considering their purposes and conclusions. Comparative studies with other professions would be useful in interpreting much of this information, but such data is very limited.

Institutional organization and the role and placement of teacher education programs in this structure have been traced by

Borrowman (1965), Cushman (1977) and Powell (1976).

In a national survey of teacher education programs Howey et al. (1978) indicated that the relationships which exist between schools and universities are shallow (usually for preservice teaching experiences) and rarely involve teachers in constructing or developing preservice programs in research and development activities.

Identifying costs of programs which emphasize school-university cooperative projects poses considerable difficulty. Poliakoff (1971) attempted to identify costs which were attributed to school centered activities. Programs tapped external sources to begin, but across all programs most of the expense was obtained by a reallocation of other funds, reassignment of teachers and faculty, drawing on inservice budgets and using preservice teachers as substitutes. Funding, faculty and facilities as resources used for teacher education is comparable to that of typical undergraduate liberal arts courses (Peseau and Orr, 1980).

Investigating a sample of teacher educators working in higher education Ducharme and Agne (1982) indicate that a majority come to the colleges with experience in K-12 schools, and with an interest in impacting on these schools. These faculty are most frequently involved in teaching and most have PhD degrees. Another set of teacher educators work in schools contributing to both pre and inservice education. Cooper et al. (1976) report on the competencies needed by these individuals as involving evaluating, developing, training, communicating and planning.

Activities in which these persons engage relate to curriculum, instruction, organization, inservice, personnel and support systems.

Admission and certification of teacher candidates.

Recruitemnt, selection and admission are terms frequently used to address the issues of quality and personal characteristics of teacher education candidates. The following areas provide the focus of this area:

1. Teacher certification requirements and procedures.
2. Recruitment, selection and admission of teacher candidates.

Coupled with these issues on admission and selection are supply and demand factors of the job market. Formal procedures for controlling and guaranteeing the quality of teacher candidates are based on the certification or licensing processes used by each state (Madaus & Pullin, 1987). Recently professional associations i.e., the National Science Teachers Association (1986) and private study groups like the Carnegie Foundation (1986) have suggested alternative and/or additional safeguards to uphold the quality of teaching. In contrast to certification or licensing the accreditation of a teacher preparation program is for the protection of the teacher candidate guaranteeing him/her a quality preparation program leading to legal certification (Lloyd, 1983).

Dumas and Weible's (1984) nationwide study of state certification requirements for elementary education teachers involved responses from State Directors of Teacher Preparation in

all 50 states. This data show that 30 states required an average of 51 credits in general education (43 percent of the total degree), and 29 credits in professional education. In another nation-wide study of state certification requirements Feistritzer (1984) reports that elementary education majors take 62 semester credits in general education, 36 credits in professional studies and 17 credits in clinical experiences. Feisteritzer also indicates that 47 percent of all teacher education institutions require some form of exit test for certification.

Ryans (1960) large study for the American Council on Education was initiated to bring about improvement in education by identifying the characteristics teachers should possess. Although the results were little used a return to Ryans' goals and some similar teacher characteristics may now be perceived in studies by Witherell and Erickson (1978) on cognitive and ego development of teachers and studies of teacher effectiveness (Medley, 1977).

Sheppard and Gallaher (1985) report that criteria for certification may not be effectively communicated to consultants repsonsible for the final evaluation of beginning teaachers for certification.

Jantzen (1981) conducted surveys of teacher candidates five times between 1949 to 1979 to identify why they chose to become teachers. During this time significant changes occurred for women candidates but in general interest among all candidates related to providing a service and leadership role in society and to continue their academic pursuits. Pavaloko (1970) studied one-

third of the girls in the total senior class of Wisconsin schools for 1957 and followed their occupational choices for seven years in one of the most extensive studies in the field. The attrition of girls in the highest ranking on intelligence and socio-economic backgrounds was higher than others but their total nunbers who remained in teaching continued at five times that of the lower ranked students. This study seems somewhat at odds with that done more recently by Schelecty and Vance (1981) where 47 percent of the white female teachers in the top ranking on NTE scores left teaching by the seventh year.

In trying to identify predictive measures of success Gress (1977) found a modest predictive capability of teaching success for some attitudinal and personality measures but no relationships between success in teaching and effectiveness in teacher education programs. A comprehensive summary of predictive studies on teacher characteritstics, selection and admission techniques has been done by Crocker (1974) and Schalock (1979).

Development and evaluation of teacher education programs.

Program development needs to reflect a process and a focus on the nature of teacher education as a field of study but in this proposal is separated from the actual curricular content of programs. The followng items are included in this area:

1. Accreditation of teacher education programs.
2. Development and organization of teacher education programs.
3. Evaluation of teacher education programs.

Although the two areas are obviously one piece of a whole a section devoted to content seems needed to enhance the visibility

and need to build more substance into programs. Monroe (1952) has provided a comprehensive and detailed analysis of teacher education for the first half of this century. This analysis provides extensive information on the organizational and overall program purposes.

Wilson (1975) proclaims teacher preparation as the basis for specifically educating people to teach, and states that "the teacher needs to be educated...because (1) he has to know his subject; (2) he has to exemplify and transmit some degree of 'seriousness' or 'care' as part of learning; and (3) he has to understand people" (p. 112). This formulation of program purpose is drawn from an analysis of the meaning of education and of the conduct of schools as places where education occurs.

In a vertical sense inservice teacher education deserves much greater emphasis (Fenstermacher & Berliner, 1983; and Houle,1980). The work by Howey (1985), Copeland & Kingsford (1981), and Gall et al. (1984) provide considerable background on progamatic developments for teacher education at the inservice level.

The multiple focus of teacher preparation, with a teaching specialization and an academic area of study underlies a major issue in program development. How to identify the purposes and substantive content become very complex. Further difficulties arise when theory versus practice issues are raised (Brauner, 1964).

Programs for teacher preparation at the preservice level are also guided by certification and accreditation policies. The

overall impact of this set of factors on program development makes the decisions primarily political rather than professional or knowledge based.

A program for teacher preparation represents the broad outlines and structure based on stated conceptual perspectives. In teacher education the accreditation and program review requirements establish guidelines for these programs. Attempting to establish better perspectives on the value and effectiveness of NCATE standards Wheeler (1980) documented several program reviews and found them to be variable in nature and focused primarily on a quantitative dimension. Evaluation of teacher education programs is now central to improvement and much more widely developed due to NCATE requirements.

Teacher education curricular goals and content.

Encouraging teacher educators to organize programs in terms of content is opposing the popular practice which gives primary attention to the structure of new programs. The following elements are included in this category:

1. The educative process.
2. Ethics and responsibilities for professional educators.
3. General education studies.
4. Foundational education studies.
5. Functions and tasks of teaching.
6. Specialized education studies.
7. Curricular designs of educational institutions.

A curriculum with a significant conceptual and comprehensive scope developed by LaGrone et al. (1966) hardly survived publication. Yet, this proposal certainly represents one of the major attempts at .pa organizing the content of a teacher

education program.

The historical perspective of curriculum presented by Monroe (1952) provides further data on important content but seems to be hardly noticed in proposals for preparing teachers. Current studies on teacher effectiveness and classroom management appear to be highly variable as sources of curriculum (Gage, 1977; Medley, 1977; Reynolds, 1980).

Long considered essential for teaching the means by which learning theory and psychological concepts can be translated into educational terms has been difficult. Focused on the educational process Bruner (1963), Egan (1983), Petrie (1981) and Kolb (1984) have attempted to conceptualize psychological principles into a form which is more directly applicable to teaching. This development appears to be a key dimension in formulating a substantive curriculum for teachers.

Work on other areas of the content ranges from attempts to better define general education to the work of Dewey (1938) to spell out the purposes of education. Teaching techniques and interactions have of course received extensive visibility from recent studies on teacher effectiveness (Wittrock, 1986).

Concern for teacher ethics and responsibilies has been barely mentioned in most curricula for teachers. Strike and Soltis (1985) provide a start in the area of ethics.

Professional development and induction of teachers.

Advancing one's professional knowledge is now an esential aspect of the workplace. Not limited to job requirements, however, professional workers also engage in more personal

improvement. The activities included here range from clinical and practicum experiences to the professional work environment and supervision.

1. Clinical and practicum activities.
2. Induction of teachers into educational institutions.
3. Professional culture and work environments for teachers.
4. Professional supervision and evaluation.

Considerable attention is now being given to the work environment and induction needs. Rosenholtz and Smylie (1984) identified the need for better teacher preparation, and increased professional interaction and collegial activity on the part of teachers for them to gain the greatest satisfaction from their work. LeBreton et al. (1979) identifed the importance of aiding professionals in maintaining a system for keeping up to date and adjusting the support system due to changing conditions. The teachers perspective on professional activity is also well described by Lortie (1975).

Supervision, evaluation and leadership roles in schools have a significant place when done effectively (Cornett, 1985). These experiences also provide a basis for career development and personal satisfaction in the job (Dalton et al., 1977). Studies by Grimmett (1983), and Zeichner and Liston (1985) add much to our understanding of supervisory discourse.

One of the most extensive studies done on student teaching (Flowers, 1948) was based on a definition of professional laboratory experiences which included all those contacts with children, youth, and adults (through observation, participation, and teaching) which make a direct contribution to an

understanding of individuals. Dewey (1904) provides a basic rationale for the use of student teaching which continues to clarify some of the important issues to be followed in organizing new experiences.

> On the one hand, we may carry on the practical work with the object of giving teachers in training working command of the necessary tools of their profession; control of the technique of class instruction and management; skill and proficiency in the work of teaching. With this aim in view, practice work is, as far as it goes, of the nature of apprenticeship. On the other hand, we may propose to use practice work as an instrument in making real and vital theoretical instruction; the knowledge of subject-matter and of principles of education. This is the laboratory point of view. (p. 9)

Adult development and learning concepts are providing more information on working with preservice and inservice teachers in a clinical setting (Sprinthall & Sprinthall, 1980; Oja & Ham, 1984).

The analysis of teacher performance through various evaluation procedures is currently the subject of extensive study (Natriello, 1984; Peterson, 1984; Wise et al. 1984).

Instructional practices used by teacher educators.

Peripheral to much of the popular literature and research on teacher education such items as strategies for curriculum development and the evaluation of students in college courses are hardly noticed. Yet, the significance of the following items is obvious in any program.

1. Development of curriculum guides.
2. Providing for student's individualized needs.
3. Developing and/or organizing instructional designs.
4. Facilitating educative activities.
5. Assessing student learning and growth.

Instructional practice, which include various strategies such as micro teaching and reflective analysis, have been widely discussed. Studies on instruction of adults (Beard et al., 1978; Cooper, 1981; Davies, 1980; Levinson-Rose & Menges, 1981), have also been conducted, however, many are from the United Kingdom. Less information has been developed on the evaluation of preservice students in their course work (Diem, 1982; Kapel, 1980).

Application

Improving programs for both preservice and inservice teacher education requires a wholistic perspective encompassing all the elements necessary for the education and improvement of teachers. This conceptual structure doesn't establish a philosophical position except as a basic framework and the belief that a considerable amount of research data is applicable to program improvement and development.

Examples for using this conceptual structure can be provided based on the expected outcomes proposed earlier. Illustrations for application are abundant. One of the most visible elements in current reform proposals is the practice of interinstitutional collaboration. What does collaboration among institutions really mean? Why do so many people believe that education progams can be enhanced by increasing collaborative activities? Is there really any basis for establishing collaborative activities between K-12 schools and universities on a long term basis?

The idea of collaboration between schools and universities appeals to a wide audience, and the concept of such collaboration

is frequently mentioned in the educational literature. However, there appears to be little substantive documentation or significant research dealing with the myriad of perceptions that the concept entails, or with the true extent and "lasting" success rate of such efforts. Yet examples of apparent collaboration efforts abound. A common form of interinstitutional collaboration is visible in the area of student teaching progams (Howsam, et al., 1976). One of the most intensive efforts to stimulate collabortative activities was the TTT (Trainers of Teacher Trainers) program, started in the late 1960's, which endeavored to provide a forum among individuals from schools, local communities and universities (Provus, 1975). Another form of collaboration is reflected in the Goodlad Cooperative School Project (Goodlad, 1975). One of the more innovative attempts at collaboration for staff development currently being used is called interactive research and development (Jacullo-Noto, 1984).

Provus (1975) reports on the multiple issues revolving around role, goals and reward systems. Goodlad (1975) describes the difficulties in establishing leadership, and in attaining equity among persons from the different institutions. Jacullo-Noto (1984) reports a project with university and school faculty cooperating to conduct an interactive research project and describes difficulties in perceived roles, differences in time schedules, and commitment. In all of these instances, however, effects appear to be confounded by participants' multiple interpretations of success.

A definition for collaboration has been set forth by Hood and Cates (1983). According to them collaborative efforts, should provide for: (1) agreement between organizations, not individuals, (2) some level of formality that is regularized, (3) emphasis on "doing something toegther"--not a purchase agreement, and (4) some "enduring" significance--beyond the workshop or conference time frames.

In this brief analysis of interinstitutional collaboration we can identify aspects of the proposed model for a conceptual structure of teacher education programs. In searching the literature on agency collaboration it quickly becomes apparent that information is quite meager and not readily available.

We do need to clarify practices and identify studies which contribute to relevant literature. We do need to investigate the problems which hinder the effectiveness of a practice. We do need to consider the purposes and forms of these relationships based on the curricular content, the instructional practices, and the students being admitted; in other words the interaction or dynamics across all dimensions of the programs. Further, we need to know the literature of this area and use it in the design or improvement of all teacher education programs. No program will be sufficient without collaborating with other educational agencies.

To obtain the literature in this single area of teacher education, which contributes to the design of better agency collaboration, would require an extensive and time consuming effort. Do all institutions developing new teacher education programs have the resources for this task. In fact if they did

have the resources would such duplication of effort be efficient? Because the literature is not readily available most programs are developed based on the participants' personal knowledge and experience. But it's also very unlikely that people in these development teams will all have the time or expertise to obtain the related literature which has been produced. Program quality will reflect this inadequacy.

A further key in applying this model is the form used to synthesize and report the literature. Major differences in contextual factors are found across educational institutions. Resources, historical traditions, faculty specializations, students, etc. all represent contextual conditions which impact on the design of individual programs. Information from studies is most useful when considered in the context of the study. Information from studies will be most useful if it can be retrieved with this contextual information for specific program elements as indicated by this proposed conceptual structure. An important dimension of agency collaboration is the issue of rewards and recognition provided to participants in these activities. This information needs to be readily accessible if it is to be used.

A further use of the model is related to evaluation. Identifying the quality of a teacher education program based soley on some quantitative measure of a participant's teaching performance is clearly only one part of evaluation. Program quality is a result of the quality of all the parts. Therefore,

clearly identifing the entire picture and documenting the quality of all the parts adds a major dimension to the decisions about programs. Identifying the types of students in a program and how this reflects on admission policies or in determining how students are being evaluated on program objectives provides qualitative information on a program.

Summary

Applying this conceptual structure to teacher education programs may sound overwhelming. But consider the size of the educational system in this country, the number of persons involved and the amount of money invested. Also consider the personal, societal and environmental needs which education is designed to meet. It appears we need direction and a process which moves us along a continuum instead of in circles. This model provides one map for organized improvement. Can teacher education be improved? Yes, but it will take a lot of work and a much clearer map to achieve significant success.

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Appendix A

A Conceptual Structure for Teacher Education Programs
(Relates to both preservice and inservice programs)

A. ADMINISTRATION AND RESOURCES FOR TEACHER EDUCATION PROGRAMS

1. Governance and operation of teacher education programs.
2. Collaborative agreements among agencies for conducting professional education activities.
3. Program funding, resources and facilities.
4. Preparation and role of teacher education faculty.

B. ADMISSION AND CERTIFICATION OF TEACHER CANDIDATES

1. Teacher certification requirements and procedures.
2. Recruitment, selection and admission of teacher candidates.

C. DEVELOPMENT AND EVALUATION OF TEACHER EDUCATION PROGRAMS

1. Accreditation of teacher education programs.
2. Development and organization of teacher education programs.
3. Evaluation of teacher education programs.

D. TEACHER EDUCATION CURRICULAR GOALS AND CONTENT

1. The educative process.
2. Ethics and responsibilities for professional educators.
3. General education studies.
4. Foundational education studies.
5. Functions and tasks of teaching.
6. Specialized education studies.
7. Curricular designs of educational institutions.

E. PROFESSIONAL DEVELOPMENT AND INDUCTION OF TEACHERS

1. Clinical and practicum activities.
2. Induction of teachers into educational institutions.
3. Professional culture and work environments for teachers.
4. Professional supervision and evaluation.

F. INSTRUCTIONAL PRACTICES USED BY TEACHER EDUCATORS

1. Development of curriculum guides.
2. Providing for student's individualized needs.
3. Developing and/or organizing instructional designs.
4. Facilitating educative activities.
5. Assessing student learning and growth.